

**JOB CORPS REGION II LATINO TASKFORCE MEETING
PHILADELPHIA, PA
JUNE 14 – 16, 2004**

LOCATION

Philadelphia Job Corps Center

HOST

Josephine Maisano

Philadelphia Regional Office

PARTICIPANTS

Cristina Arias Garner

Jackson Pierce Public Affairs

Jose Borrego

Keystone Job Corps Center

Michelle Coleman

DC CTS

Frankie Cruz

DESI PA - CTS

Mark DeLeon

Old Dominion Job Corps Center

Nelly Echeverria

Adams & Associates - OA

Barbara Lacy

Philadelphia Regional Office

Edgardo Rivera

Earle C. Clements Job Corps Center

Megan Smith

McNeely Pigott & Fox

Lola Thompson

Dancil-Jones & Associates - OA

Haydee Vazquez

Adams & Associates - CTS

Josephine Velez

Philadelphia Job Corps Center

PURPOSE

To increase Latino recruitment for both students and staff throughout Region II in compliance with national initiative and to ensure these students become Job Corps completers.

DISCUSSION ITEMS - FOCUS ON REGIONAL STRATEGY

The following were discussion items for the Latino Taskforce, including outreach and admissions, center life and developing partnerships.

OUTREACH AND ADMISSIONS

Challenges	Strategies
1. Eligibility of students if not a U.S. citizen or legal alien.	Obtain INS information and information on necessary documents that qualify students for Job Corps.
2. Obtaining original documentation for potential students.	Do not complete enrollment applications without proper forms.
3. Ability of recruiters and centers to get out in the field to make linkages with the Latino community.	Research other Latino programs and set up visits with these programs.
4. Building new linkages in order to attract and recruit new students.	Create a structured plan for outreach to new targets.
5. Availability of media outreach funds.	Create PSAs, release, fliers and Hispanic media lists; build lists of Hispanic organizations, churches, etc. for admissions counselors; distribute Job Corps materials to these lists.
6. Family buy-in of potential Latino students.	Identify ways to involve families in the recruitment process.
7. Determining residential v. non-residential center arrangements.	Ensure that students identify needs/wants and then place student in appropriate center.
8. Cultural issues and staff sensitivity to differences on center.	Provide diversity training for staff.
9. Providing “customer service” for Latino students and families.	Arrange Latino recruitment days and other special events.
10. Establishing more communication between admissions counselors and centers.	Create a staff directory with contact information of both admissions counselors and center staff; and, require admissions counselors to visit centers.
11. Suitability of non-English speaking students (i.e. basic English).	Students who do not comprehend and/or speak English may not be suitable for the program – should qualify as Limited English Proficient (LEP). They would be better served in other programs offered in the community that would provide them with the basic knowledge of English that they would need in order to succeed in the program.
12. Lack of center-specific videos.	Ask centers to tape footage and MP&F will edit, copy, and distribute.

CENTER LIFE

Challenges	Strategies
1. Making students feel comfortable and welcome on center; and, providing students with the opportunity to call home.	Develop Latino-friendly programs for arriving students and throughout time on center.
2. Lack of customer service and student-focused staff.	Support students' program needs through proper scheduling on center.
3. Differences in LEP assessment tools activities/programs across the region.	Establish structural guidelines to identify students in need of LEP services upon arrival on center; and, make staff accountable for providing services. Develop statistical record keeping system for Latino-specific areas.
4. Consistency of cultural activities on center.	Develop centerwide cultural awareness program and activities for all phases of CDSS. Create inter-group relations (IGR) council on center to guide diversity and cultural awareness programs.
5. Adequate Latino center staff.	Seek opportunities to hire Latino staff from the local community, retired military, etc.
6. Availability of translation services and online Spanish high school diploma and GED tests; accommodating test-taking needs (i.e. time, instruction) for LEP students.	Seek involvement of community colleges and local universities for LEP and ESL services and activities. Research translation services (i.e. Verizon) for center use.
7. Acceptance of LEP programs by all centers.	National Office priority.
8. Providing an on-center support system.	Develop buddy support system for incoming Latino students.

DEVELOPING PARTNERSHIPS

Challenges	Strategies
1. Understanding the program and explaining how a partnership between Job Corps and an organization can be mutually beneficial.	Draft Job Corps introduction form letter to distribute to potential partners.
2. Identifying programs and organizations to build partnerships with.	Create lists of available resources for partnerships.
3. Breaking down negative stereotypes about Job Corps.	Host booths, workshops, etc. at Latino events throughout the community. Promote center participation and volunteerism in Latino communities. Utilize current students and graduates to promote program.
4. Investing time to visit agencies and create partnerships.	Create realistic alliances with organizations. Work with center BCLs to promote program in the Latino community. Invite organizations and businesses to visit centers.
5. Building partnerships is mandatory through the Workforce Investment Act; communicating that to businesses.	Promote Latino organizations and businesses that partner with Job Corps – dual promotion benefits both parties.